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ABSTRACT

The outline of a course in the investigation of literature (both fiction and nonfiction) which concerns youth facing and overcoming problems of life, with stress upon the novel and biography, is presented. The student is expected, through reading selected literary works, to (1) examine the problems confronted by youth, (2) examine youth's needs and the conditions that can create conflict, (3) defend the importance of a person's confronting his own problems, (4) examine how a fictional or real character found a solution to a problem, and (5) gain help in solving his own problems by an investigation of how youth in fiction and nonfiction solved theirs. The rationale for the course is that the adolescent through studying literature will more clearly understand his likeness to all men by investigating the forces which create such universal conflicts as those between man and man, man and God, man and nature, man and society, and man and himself. Numerous teaching strategies and a bibliography of teacher and student resources including textbooks, supplementary materials, films, records, and filmstrips are included. (Author/DI)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

LANGUAGE ARTS

Facing Life

5113.30
5114.30
5115.30
5116.30

DIVISION OF INSTRUCTION • 1971

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English

Written by Clifford G. Singleton
and
M. Paul Rice
for the
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Dade County Public Schools
Miami, Florida
1971

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COURSE NUMBER

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COURSE TITLE: FACING LIFE

COURSE DESCRIPTION: An investigation of literature, fiction and nonfiction, which deals with youth facing and overcoming the problems of life, stressing the novel and biography.

I. PERFORMANCE OBJECTIVES

A. Given selected literary works, the student will examine the problems of life faced by youth.

B. Given selected literary works, the student will examine the needs of youth and the conditions which create conflict.

C. Given selected literary works, the student will defend the importance of confronting a problem facing him.

D. Given selected literary works, the student will examine how a fictional or real character arrived at a solution to a problem of life faced by youth.

E. Given selected literary works, the student will gain direction in solving his own problems by investigating how youth in fiction and nonfiction solved their problems.

II. COURSE CONTENT

The reasons for studying literature are many. In the main, literature attempts to make more understandable the place of man in the universe. The adolescent reader, faced by problems of youth and approaching adulthood, has the opportunity to observe life at a safe distance. Through literature the student should understand more clearly his humanity. Fiction and nonfiction both reveal those problems which all men face.

Before one can meet the problems facing him it is necessary to investigate the forces which cause conflict. The youth of our society are facing many of the same problems teenagers for years have faced, but they also have problems peculiar

to today. The problems of communication with adults, acceptance by peers, knowledge about sex, drugs, and alcohol can all be examined in works of fiction and nonfiction.

By studying literary works which define and classify the conflicts of man, the student will learn how others met and overcame a problem similar to his own. The conflicts of man vs. man, man vs. God, man vs. nature, man vs. society, and man vs. himself should all be explored.

After identifying the problems of youth and the conflicts faced by youth, the student should, through the literature, investigate how others have responded to similar problems. A study of the novel and biography provides the student a chance to examine the problems men have faced and the way in which they have met these problems. The adolescent, through the example of real or fictional persons, should be better equipped to struggle with life.

III. TEACHING STRATEGIES

A. Given selected literary works, the student will examine the problems of life faced by youth.

1. Have students write a paper in which they consider the questions "What am I?" "Who am I?" Why am I?"

2. After they have viewed filmstrip, The Alienated Generation, part 1, which contains music but no commentary, have students discuss the problems of youth illustrated in the film.

3. Have students write a paragraph describing the most difficult problem facing them.

4. Have students discuss these problems drawing parallels with problems they will face as adults.

5. Ask students to arrange in order of importance their list of personal problems. Have students discuss criteria used in arranging their list of problems.

6. Have students find in newspapers, magazines, and other media examples of problems of youth.

7. Show the film Phoebe in which a young girl becomes pregnant and have students discuss her handling of the problem.

8. Have students role play. Provide students with situations commonly faced by youth such as: arriving home too late after a date, bringing home a poor report card, or being suspended for smoking on school grounds.

9. Have students read several short stories presenting problems faced by youth. Titles such as "The Garden Party," "I Spy," "Araby," "The Duke's Children," could be used. The Way It Is unit published by the Xerox Corporation contains many selections dealing with more than twenty different problems concerning youth.

10. Have students do library research on problems faced by individuals such as violence in our society, the draft, drugs, teenage marriages, religion, or old age. Findings may be presented orally or through panel discussions.

11. Ask students to read two works about youth in similar situations such as Gene in A Separate Peace and Holden in Catcher in the Rye and have them compare and contrast their problems.

12. Have students write an original poem, short story, or one-act drama dealing with a problem faced by youth.

13. Have students prepare an original slide-tape presentation focusing on problems of life faced by youth.

14. Have students design a questionnaire dealing with problems of life faced by youth for distribution to fellow students.

B. Given selected literary works, the student will examine the needs of youth and the conditions which create conflict.

1. After viewing filmstrip The Alienated Generation, parts II & III, have students discuss some factors that contributed to the alienation of the youth in the hippie movement.

2. Ask students to discuss how dress style and rock music of today's youth reflect their attitude toward "the Establishment."

3. After viewing filmstrip The Alienated Generation, parts II & III, have students discuss why the youth of today feel that the techniques of problem-solving used by their parents are ineffectual in today's society.

4. Ask students to list some of the problems of youth. Explain what causes these problems and why they are problems for some young people and not for others.

5. Have students read a play such as The Miracle Worker, Butterflies Are Free, West Side Story, or Hamlet, and identify the conflicts faced by the youthful characters in each.

6. Have students create a montage of magazine photographs which illustrate conflicts in a young person's life.

7. After they have read The Red Badge of Courage, ask students to write a paper in which they explain why Henry Fleming reacted the way he did in the face of battle. Ask students to explain how they think they would react in a similar situation.

8. After they have read Black Boy, ask students to discuss how Wright's childhood problems were similar to or different from their own.

9. After they have read Dibs: In Search of Self, ask students to explain what caused Dibs to act like a mentally retarded child rather than the intelligent child he was.

10. Ask students to make a live action or kinestasis film in which they illustrate similar and different childhood problems faced by two different cultural or economic groups.

C. Given selected literary works, the student will defend the importance of confronting a problem facing him.

1. Show a film such as You're No Good, or Run, in which youth attempts to avoid confronting a problem and its consequences.

2. After they have read a short story such as "Flight" by John Steinbeck, have students discuss the possibility that running away from a problem can be more hazardous than facing the problem.

3. Part II of the filmstrip The Alienated Generation ends with the statement: "Is it [dropping out] also an attempt to escape from the responsibilities of adulthood..." Ask students to write a paper defending or rejecting the statement.

4. After they have viewed the filmstrip The Alienated Generation, have students discuss how the hippies in Haight-Ashbury are attempting to solve their problems. Have them suggest other solutions.

5. After they have read My Shadow Ran Fast, ask students to identify the point at which Bill Sands' life changed radically and the cause of the change.

6. After they have read I Never Promised You a Rose Garden, ask students to explain why Deborah chose not to face her problem but rather to retreat from reality.

7. Compare two characters, such as Jack and Ralph in Lord of the Flies, who faced the same problem but reacted differently.

8. After they have read books such as Yes I Can, The Great White Hope or The Jim Thorpe Story, ask students to explain what motivated the person to overcome his problem(s) in facing life.

9. Show the film Jackie Robinson.

10. Have a guest such as a representative from Alcoholics Anonymous, a black community leader, or other persons who have faced a personal or community problem, speak to the class.

D. Given selected literary works, the student will examine how a fictional or real character arrived at a solution to a problem of life faced by youth.

1. After they have read a work of fiction in which a character is faced by a problem, have the students rewrite the ending with a more satisfactory solution. Such works as Hamlet, West Side Story, or "Flight" could be used.

2. Have students write three paragraphs in which three different problems faced by youth are presented but not resolved. Then have students question several persons on how they would resolve the three problems.

3. Show the film Literature Appreciation: How to Read Biographies.

4. After they have read Death Be Not Proud, ask students to explain why young Johnny was able to accept death as he did. Ask them why Gunther selected the opening line of Donne's poem for his title.

5. Show the film Helen Keller or other biographical films which illustrate real people facing real problems.

6. Have students as a class or independently select a problem within the school, community, or nation and map out a strategy for effectively solving the problem. Students may wish to actually undertake a project for eliminating or resolving such a problem.

7. Have students select a problem and draw an editorial cartoon or write an editorial to the school or local newspaper.

8. Have students write a short story based on a newspaper article in which a young person has a problem to face.

E. Given selected literary works, the student will gain direction in solving his own problem by investigating how youth in fiction and nonfiction solved their problems.

1. Lead students in a discussion of the events, conditions, and circumstances which helped a character in a work of fiction or nonfiction to resolve his problem. Any work studied in this quin might be used.

2. Give the students a list of characters and their conflicts from the stories he has read and ask them to predict how a specific character would react to the problem of another character. Predictions may be dramatized or developed in a panel discussion.

3. Have students review selections studied in this quin. In works in which the student feels the solution is unsatisfactory have him propose what he considers to be a satisfactory solution.

4. Have students select from all the works they have read the problem which they feel would be the most difficult for them to resolve. In a paper the students will explain why they consider it to be the most difficult and why.

5. Give the students a list of characters and their conflicts from the stories he has read from which he is to select one and explain in a paper how and why he would react differently to the problem.

6. Have students at the conclusion of the unit write a paper answering the questions "What am I?" "Who am I?" "Why am I?" Ask the student to compare his answers with his earlier responses to the same questions.

IV. STUDENT RESOURCES

A. State-adopted textbooks

Alwin. Currents in Fiction. New York: Macmillan, 1968.

Bammon and Whitehead. The Checkered Flag Series. Chicago: Field Educational Publications, Inc., 1967.

Barrows, et al. American Experience: Fiction. New York: Macmillan, 1968.

_____. English Tradition: Fiction. New York: Macmillan, 1968.

Blair, Walter, et al. The United States in Literature. Glenview, Illinois: Scott, Foresman & Co., 1968.

Carlsen, et al. Insights: Themes in Literature. Manchester, Missouri: McGraw-Hill Book Co., 1967.

_____. Encounters: Themes in Literature. Manchester, Missouri: McGraw-Hill Book Co., 1967.

_____. American Literature: Themes and Writers. Manchester, Missouri: McGraw-Hill Book Co., 1967.

_____. Western Literature: Themes and Writers. Manchester, Missouri: McGraw-Hill Book Co., 1967.

Coleman, et al. The Deep Sea Adventure Series. Chicago: Field Educational Publication, Inc., 1967.

Connolly, Francis X., et al. Adventures in Reading. New York: Harcourt, Brace & World, Inc., (classic) 1968.

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Early, James, et al. Adventures in American Literature (classic ed.). New York: Harcourt, Brace & World, Inc., 1968.

Frier, Robert and Arnold Lazarus. Adventures in Modern Literature. (Companion Series). New York: Harcourt, Brace & World, Inc., 1962.

Inglis, Rewey Belle and Josephine Spear. Adventures in English Literature. (Olympic ed.) New York: Harcourt, Brace & Co., 1958.

Loban, Walter, et al. Adventures in Appreciation. (Olympic ed.) New York: Harcourt, Brace & World, 1958.

Maline, et al. Studies in the Short Story. New York: L. W. Singer Co., Inc., 1967.

_____. The Short Story. New York: Singer, 1967.

_____. Modern Fiction. New York: Singer, 1967.

_____. The Twentieth Century. New York: Singer, 1967.

McCormick, Paul, et al. Adventures in English Literature. (Classic ed.) New York: Harcourt, Brace & World, Inc., 1968.

Perrine, Laurence, et al. Adventures in Appreciation. (Classic ed.) New York: Harcourt, Brace & World, Inc., 1968.

Pooley, et al. Outlooks through Literature. Glenview, Illinois: Scott, Foresman & Co., 1968.

_____. England in Literature. Glenview, Illinois: Scott, Foresman & Co., 1968.

_____. Exploring Life through Literature. Glenview, Illinois: Scott, Foresman & Co., 1968.

_____. Galaxy Series. Glenview, Illinois: Scott, Foresman & Co., 1963-67.

Scheld. Designs in Fiction. New York: Macmillan, 1968.

Schorer, et al. American Literature. Boston: Houghton Mifflin Co., 1968.

Shafer, et al. Success in Reading Series. (Books 3, 4, 5, 6) Morristown, New Jersey: Silver Burdett Co., 1967-68.

Steinberg, et al. Insight: Experience of Literature. New York: Noble & Noble Publishers, Inc., 1968.

Strand, et al. Teen Age Tales. Lexington, Massachusetts: D. C. Heath & Co., 1964-66.

Van Doren, et al. Insights into Literature. Boston: Houghton Mifflin Co., 1968.

B. Non-state-adopted supplementary materials

Adoff, Arnold (ed.) I Am the Darker Brother. New York: Macmillan, 1968.

Auw, Andre. Concern: A Discussion Series. Morristown, New Jersey: Sliver Burdett Co., 1970.

Axline, Virginia M. Dibs: In Search of Self. New York: Ballantine Books.

Butler, William. Butterfly Revolution. New York: Ballantine Books.

Camus, Albert. The Stranger. New York: Vintage Books.

Cohen, Helen L. Milestones of the Drama. New York: Harcourt, Brace & World, Inc., 1940.

Conrad, Joseph. Lord Jim. New York: New American Library.

_____. Heart of Darkness/Secret Sharer. New York: The New American Library.

Crane, Stephen. The Red Badge of Courage. New York: Washington Square Press.

Davis, Sammy Jr. Yes I Can. New York: Pocketbooks, Inc.

Dooley, Thomas A. Doctor Tom Dooley, My Story. New York: The New American Library, 1956.

Gershe, Leonard. Butterflies are Free.

Golding, William. Lord of the Flies. New York: Capricorn Books.

Graham, Lorenz. North Town. New York: Crowell, 1965.

Green, Hannah. I Never Promised You a Rose Garden. New York: New American Library.

Griffin, John Howard. Black Like Me. New York: New American Library.

Gunther, John. Death Be Not Proud. New York: Harper & Row, Publishers.

Hansberry, Lorraine. Raisin in the Sun. New York: Random House.

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Hughes, Langston. The Best Short Stories by Negro Writers. Boston: Little, Brown & Co., 1967.

Hulme, Kathyrn C. The Nun's Story. Boston: Little, Brown & Co.

Kennedy, John F. Profiles in Courage. New York: Harper & Row.

Killilea, Marie. Karen. New York: Dell Publishing Co.

King, Martin L. Why We Can't Wait. New York: New American Library.

Kirkwood, James. Good Times/Bad Times. Greenwich, Connecticut: Fawcett Publications.

Knowles, John. Phineas. New York: Random House.

_____. A Separate Peace. New York: Banton Books.

Lee, Harper. To Kill a Mockingbird. New York: Popular Library.

Little, Malcolm with Alex Haley. The Autobiography of Malcolm X. New York: The Grove Press, 1966.

Marshall, Catherine. Julie's Heritage. New York: McKay, 1957.

Maughum, W. Somerset. The Moon and Sixpence. New York: Bantam Books.

Mooyaart, B. M. Tras. The Diary of a Young Girl: Anne Frank. New York: Pocket Books.

Parks, Gordon. A Choice of Weapons. New York: Noble & Noble, 1968.

Patterson, Floyd and Milton Gross. Victory over Myself. New York: Random House.

Sackler, Howard. The Great White Hope. New York: The Dial Press, Inc., 1968.

Salinger, J. D. Catcher in the Rye. New York: Bantam Books.

Sands, Bill. My Shadow Ran Fast. New York: Prentice-Hall, Inc.

Schoor, Gene. The Jim Thorpe Story. New York: Julian Messner, 1951.

Shafer, Robert and Verlene Bernd, eds. Personal Code. New York: Scholastic Book Services.

_____. Success. New York: Scholastic Book Services.

Shulman, Irving. West Side Story. New York: Pocket Books, Inc.

Smith, Betty. A Tree Grows in Brooklyn. New York: Harper & Row, Publishers.

Steinbeck, John. Grapes of Wrath. New York: Bantam Books.

_____. The Pearl. New York: Bantam Books.

_____. The Red Pony. New York: Bantam Books

Schaefer, Jack. Shane. New York: Bantam Books.

Turgener, Ivan. Fathers and Sons. New York: Bantam Books.

Wright, Richard. Black Boy. New York: Signet Publishing Co., 1963.

V. TEACHER RESOURCES

A. Supplementary materials

Burton, Dwight. Literature Study in the High Schools. New York: Holt, Rinehart and Winston, 1959.

Elkin, Frederick. The Child and Society: The Process of Socialization. New York: Random House, Inc., 1960.

Havighurst, Robert J. and Hilda Taba. Adolescent Character and Personality. New York: John Wiley & Sons, Inc., 1949.

Michael, Donald N. The Next Generation. New York: Random House, Inc., 1963.

Remmers, H. H. and D. H. Radler. The American Teenager. New York: Bobles-Merrill Co., Inc., 1957.

Sandberg, John H. Introduction to the Behavioral Sciences: An Inquiry Approach. New York: Holt, Rinehart & Winston, Inc., 1969.

Schneiders, Alexander A. Personality Development and Adjustment in Adolescence. Milwaukee: Bruce Publishing Co., 1960.

Silberman, Charles E. Crisis in Black and White. New York: Random House, Inc., 1964.

Wittenberg, Rudolph M. The Troubled Generation. New York: Association Press, 1967.

B. Films

Black & White, Uptight. 35 min.	1-31809
Boundary Lines. 10' C.	1-00314
Keller, Helen. 26 min. B&W.	1-31564
Keller, Helen. 45 min. B&W.	1-40071
King, Martin Luther Jr.: from Montgomery to Memphis.	1-31873
Literature Appreciation: How to Read Biographies. 14 min.	1-13783
Literature Appreciation: How to Read Novels. 14 min. C.	1-11788
Literature Appreciation: How to Read Plays. 14 min. B&W.	1-05518
Marijuana. 34 min. C.	1-31743
Narcotics: Pit of Despair. 28 min. C.	1-31609
Nobody Waved Goodbye. National Film Board of Canada. Rental film. 80 min.	
No Reason to Stay. National Film Board of Canada. Rental film. 28 min.	
Phoebe. National Film Board of Canada. Rental film. 29 min.	
Portrait in Black & White.	
Part I 27 min. B&W.	1-31649
Part II 27 min. B&W.	1-31654

Profiles in Courage Series. 1-31104
28 to 32 min. each. 1-31123

Robinson, Jackie. 26 min. B&W. 1-31555

Run. National Film Board of Canada.
Rental film. 16 min.

Two Men and a Wardrobe. 15 min. 1-13839

You're No Good. National Film Board
of Canada. Rental film. 28 min.

C. Records/filmstrips

The Alienated Generation. Three filmstrips/records
100-204 Guidance Associates.

The Way It Is. Zerox Co. Includes:
The Pit and the Pendulum
Not Poor, Just Broke
The Adventure of the Speckled Band
Getting Quick Rich
The Riot on 96th Street
Thank You, M'am
Rumble Tonight!
Young Convicts
That Saturday Night in Harlem
A Piece of Steak